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Research Trends in Curriculum And Instruction Field in Spain

(İspanya'da Eğitim Programları ve Öğretim Alanındaki Araştırma Eğilimleri)

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Abstract

The aim of this study is to determine the subjects, types and methods of the studies carried out especially on educational curriculum and instruction in Granada University in Spain, and to examine these studies' similar/different aspects with Turkish studies. Therefore, the essays published between January 2000-June 2014 in the educational curriculum and instruction journals were included in the study. The essays were subjected to content analysis through "Essay Classification Form" evaluating year, number of author, subject, method, data collection instrument, sample property and data analysis technique. The research results showed that most of the essays were single-authored; prepared on learning, teaching, teacher training and curriculum development and instruction evaluation; and qualitative studies in theoretical type. It was concluded that descriptive analysis were often used in the qualitative essays while frequency/percentage values, mean/standard deviation values, graphic description, t-test, correlation analysis, ANOVA and structural equation model were preferred in the quantitative essays
Keywords: curriculum and instruction, research trends, scientific research

Özet

Bu çalışmanın amacı İspanya'nın Granada Üniversitesi'nde özellikle eğitim programları ve öğretim alanında yapılan çalışmaların konularını, türlerini ve yöntemlerini belirleyebilmek ve Türkiye'deki çalışmalarla benzer ve farklı yönlerini irdelemektir. Bu sebeple, eğitim programları ve öğretiminde yayın yapan dergilerde Ocak 2000-Haziran 2014 yılları arasında yayınlanmış olan makaleler çalışmaya dâhil edilmiştir. Makaleler "Makale Sınıflama Formu" kullanılarak içerik analizine tabi tutulmuş ve yıl, yazar sayısı, konu, yöntem, veri toplama aracı, örneklem özelliği ve veri analiz tekniği açısından değerlendirilmiştir. Araştırma sonuçları, makalelerin büyük bir çoğunluğunun tek yazarlı olduğunu; öğrenme öğretme, öğretmen yetiştirme ve program geliştirme ve değerlendirme konularında hazırlandığını ve kuramsal türde nitel çalışmalar olduğunu göstermiştir. Nitel analiz teknikleriyle yapılan makalelerde çoğunlukla betimsel analiz yapıldığı, nicel veri analizi kullanılan makalelerde ise frekans/yüzde, ortalama/standart sapma değerleri, grafikle gösterim, t-testi, korelasyon analizi, tek yönlü varyans analizi (ANOVA) ve yapısal eşitlik modeli kullanıldığı sonucuna ulaşılmıştır.
Anahtar kelimeler: Eğitim programı ve öğretim, araştırma eğilimleri, bilimsel araştırma.

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Introduction

After 1950's, curriculum which has started to develop as a discipline in many countries of the world and perceiving instruction field as scientific study in the world realized at the beginning of 1980's and new studies began to be published on this field. Curriculum and instruction was being accepted as discipline of educational sciences with the new arrangement of YOK (High Education Institute) in Turkey in 1983 (Ukpong and Udoh, 2012; Gomleksiz and Bozpolat, 2013).

Curriculum and instruction have been important expertise fields which take place in educational sciences and it is a large framed discipline which has social dynamism and student lives in it (Donmez, 1998; Gomleksiz and Bozpolat, 2013). It is required to examine the studies which have been made on this field to define the curriculum as a large study field and to put the importance of it forward. Staton-Spicer and Wulff (1984) state that the best method of defining a study field is to search the researches on this field in the context of the parameters of this field and there is an obligation of examining the products of every discipline periodically (Cit: Fazliogullari and Kurul, 2012). The studies examining education according to this idea gained speed all around the world. It is important to determine the direction of the studies on curriculum and instruction in the frame of cultural structure, socio-economical situation and educational policies of the country where this study has been realized. The way of determining this is only possible with examining the studies made and presenting their results.

The researches related to education which have an important role in the application development, forming theoretic bases and gaining policies for educational system are known as the process of recording, analyzing and publishing of data systemically which have been provided by several methods and including research processes of education (Mortimore, 2000; Cit: Selcuk, Palanci, Kandemir and Dundar, 2014).

It has been found that different studies related to the examination of essays and thesis on different disciplines in education have been existent when the literature in Turkey and in the world has been examined (Obonya and Toure, 2003; Matthews, 2004; Treagust, 2004; Stacey, 2004; De Vries, 2004; Yildiz, 2004; Englund, 2006; Mihalca and Miclea, 2007; Calik, Unal, Costu and Karataş, 2008; Alper and Gulbahar, 2009; Erdogmuş and Cagiltay, 2009; Yalcin, Bilican, Kezer and Yalcin, 2009; Fazliogulları and Kurul, 2012; Goktaş, Hasancebi, Varisoglu, Akcay, Bayrak Baran and Sözbilir, 2012; Yalçınkaya and Özkan, 2012; Çiltaş, Güler and Sözbilir, 2012; Gomleksiz and Bozpolat, 2013; Kucukoglu and Ozan, 2013; Sahin, Kana and Varisoglu, 2013; Aydin and Uysal, 2014; Ozan and Kose, 2014; Selcuk, Palanci, Kandemir and Dundar, 2014).

In our recent times, the reason for the existence of universities can be stated as giving education-training services and training qualified human resource and also making detailed and qualified researches (Aydin and Uysal, 2014). The researches made by the researchers in the universities are being examined in the content of some properties and form a ranking for the universities all around the world. This ranking determines the quality of the universities. Granada University which has an important place in this ranking and has a traditional educational understanding and whose roots extend to the year of 1531 shows the importance it gives to the development and research by financing 346 research groups (http://www.ugr.es/en).



ARWU	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Institutional Ranking	401-500	404-502	401-500	401-500	403-510	402-503	402-501	401-500	401-500	401-500	301-400	301-400

Figure 1: Academic ranking of Granada University according to the years (http://www.shanghairanking.com/World-University-Rankings/University-of-Granada.html)

The aim of the research

The aim of this study is to determine the type and methods of the researches, on which subjects they concentrate on and what were the studies which have been realized on curriculum and instruction in Granada University in Spain to examine their similar and different aspects with the studies in Turkey.

Method

Document examination which has been one of the qualitative research methods has been used in this research. Summarizing the existent data, standardizing them, comparing or transforming them to another form can be realized by the help of this technique which has been formed of classification, summarization of verbal and written data in the context of a problem or aim, measurement of significant variable or concepts and separation of these into some categories to get a meaning out of them (Tavsancil and Aslan, 2001; Ogulmuş, 1991). In this direction, the documents to be examined have been determined and in this frame, the essays which have been published between January 2000-June 2014 in the journals which make publication on the fields of curriculum and instruction taking place in Granada University Educational Sciences Faculty library have been included in the study. Totally 110 essays which have been written in curriculum and instruction field and have been published in 16 journals that had been opened to access by Granada University Educational Sciences Faculty Library have been examined in the frame of the research. Content analysis took place in the content of the study. The researcher firstly develops categories related to the research subject in the context of the research, then counts the words, sentences or pictures in this data set which he examined (Silverman, 2001, Cit: Ozdemir, 2010). The number of essays about the curriculum and instruction taking place in the examined journals are given below:

Table 1. The examined number of journals and essays

Name of the journal	Number of the essays
Journal of Educators, Teachers and Trainers	8
Porta Linguarum	10
Publicaciones	5
PNA	6
Ars Pharmatuca	1
ReiDoCrea(Revista Electronica del Investigacion Docencia Creativa)	1
Profesorado (Revista de Curriculum y Formacion del Proresorado)	68
Revista Interuniversitaria de Formacion del Profesorado	2
Ensenanza de Las Ciencias	2
FEG Working Papers Series	1
Anales de Psicologia	1
Revista de Docencia Universitaria	1
UNED Education	1
Estudios Sobre Education	1
Revista mexicana de İnvestigacion Educativa	1
Trabojo Social Global	1
TOTAL	110

"Essay Classification Form" which has been revised by Ozan and Kose (2014) and has been developed by Sozbilir and Kutu (2008) has been used in the research. Essay classification form is formed of six parts named as "general information of the essay", "subject of the essay", "research method", "data collection instruments", "sample group/size" and "data analysis techniques". Every essay has been examined in the light of categories taking place in "Essay Classification Form" and has been recorded in SPSS program by classifying according to these categories. The analysis results have been stated with frequency and percentage values.

Findings

The findings related to the examination of 110 essays taking place in 16 journals with the aim of determining research trends of published essays in the library of Granada University Educational Sciences Faculty between January 2000 and June 2014 under six categories as "general information of the essay", "subject of the essay", "research method", "data collection instruments", "sample group/size" and "data analysis techniques" are given as below:

General information of the essays

Frequency and percentage values of the essay related to the number of writer and publication year of the essay has been given in Table 2 and Table 3.

Table 2. The publication year of the essays

Publication year	f	%
2000	1	,9
2003	1	,9
2004	2	1,8
2005	3	2,7
2006	3	2,7
2007	6	5,5
2008	11	10,0
2009	8	7,3
2010	16	14,5
2011	11	10,0
2012	25	22,7
2013	18	16,4
2014	5	4,5
Total	110	100,0

When Table 2 has been examined, it is observed that the published essays between 2008 and 2013 years are more common. 25 (22,7%) of the essays in 2012, 18 (16,4%) of the essays have been published in 2013. The number of the essays which have been published on curriculum and instruction is low between 2000-2007 years. Ozan and Kose (2014) state that there is an increase in the number of the essays which have been written between 2009-2011 years when they examined the studies that realized on instruction and curriculum in Turkey.

Table 3. Number of the essay writers

Category	f	%
With 1 writer	45	40,9
With 2 writers	30	27,3
With 3 writers	22	20,0
With 4 writers	10	9,1
With 5 writers	1	,9
With 6 writers and above	2	1,8
Total	110	100,0

When the number of the writers has been examined, it is observed that 45 (40,9%) essays had one writer, 30 (27,3%) essays had two writers, 22 (20,0%) essays had three writers, 10 (9,1%) essays had four writers, 1 (0,9%) essays had five writers and 2 (1,8%) essays had six or more writers. The essays' having one, two and three writers can be explained by the academic studies of the researchers as it has mostly been in Turkey. A decrease in the academic score of the writer according to the number of the writers can cause limitation in the number of the writers.

Subject of the essays

Frequency and percentage values related to subject distribution of the essays are given in Table 4 .

Table 4. Subject fields of the essays

Category	f	%
Teaching and learning	27	24,5
Training teacher	25	22,7
Program development and evaluation	22	20,0
Educational technologies	7	6,4
Innovation in education	11	10,0
Vocational education	3	2,7
Multiculturalism	4	3,6
Others	11	10,0
Total	110	100,0

As it can be seen in Table 4, it is observed that when the essays are examined according to their subjects more than half of them (24,5%) is made on learning-teaching, (22,7%) of them on teacher training, (20,0%) of them on program development and evaluation subjects . In addition to this, educational technologies, vocational education and multiculturalism took place in the researches in the content of curriculum and instruction. Ozan and Kose (2014) reached the result in their study that more than half of the essays in Turkey are on the subjects of teaching, teacher-student properties and learning subjects. In this situation, nominal research subjects show a parallelism with Turkey.

Research methods of the essays

While Frequency and percentage values related to research types and research methods of the essays are given in Table 5, values related to the sub-levels of research methods which have been used in the essays are given in Table 5a, 5b and 5c.

Table 5. Type of the essays and research methods

Category	f	%
Research/examination	45	40,9
Theoretical	65	59,1
Total	110	100,0
Quantitative	24	21,8
Qualitative	77	70,0
Mixed	9	8,2
Total	110	100,0

As it is seen in Table 5,65 (59,1%) of examined 110 essays are theoretical whereas 45 (40,9%) of them are in the type of research examination. It can be told that, in this situation the theoretical studies which have been made on curriculum and instruction field are being made intensively, but on the other hand research and examination studies are not disregarded. It is seen that research examination studies have been made more on curriculum and instruction in Turkey whereas theoretical studies take place less according to the studies of Ozan and Kose (2014). When frequency and percentage values related to research method of the essays have been evaluated, 24 (21,8%) of the essays have been made with quantitative method, 77 (70,0%) of them with qualitative method, 9 (8,2%) of them has been made with mixed method. When the studies which have been

realized in Turkey are examined, it is possible to tell the opposite of this statement. It is seen that the studies on curriculum and instruction in Turkey are quantitative (Ozan ve Kose, 2014). Also, it is observed that mixed method which decreases the limitations of every two methods does not go ahead by using both qualitative and quantitative methods for curriculum and instruction studies in both of the countries.

The frequency and percentage levels related to the method type which uses the quantitative method in their essays are given in Table 5a.

Table 5a. Sub-levels of quantitative method

Category	f	%
Real experimental	5	20,8
Mid experimental	6	25,0
Descriptive survey	12	50,0
Relative survey	1	4,2
Total	24	100,0

When the essays which prefer quantitative method have been examined, it has been determined that 5 (20,8%) of them have been real experimental, 6 (25,0%) of them have been mid-experimental, 12 (50,0%) of them have been descriptive survey and 1 (4,2%) of them have been as relative survey. In the study it is observed that descriptive survey has mostly been used as quantitative method and it shows a parallelism with the study in Turkey by this feature (Ozan ve Kose, 2014).

The frequency and percentage levels related to the method type which uses the qualitative method in their essays are given in Table 5b.

Table 5b. Sub-levels of qualititative method

Category		f	%
Interactive	Culture analysis	1	1,3
	Sample event	2	2,6
	Case study	8	10,4
	Critical study	1	1,3
	Others	0	0
	Sub-total	12	15,6
Not interactive	Concept analysis	7	9,1
	Historical analysis	5	6,5
	Meta analysis	1	1,3
	Document analysis	47	61,0
	Other	5	6,5
	Sub-total	65	84,4
	Total	77	100,0

As it is observed in Table 5b, whereas interactive methods are being preferred in 12 (15,6%) of the essays, non-interactive methods are being preferred in 77 (84,4%). Whereas the most preferred interactive method is the case study, the most non-interactive method has been document analysis.

The frequency and percentage levels related to the method type which uses the mixed method in their essays are given in Table 5c.

Table 5c. Sub-levels of mixed method

Category	f	%
Explanatory	8	88,9
Exploratory	1	11,1
Total	9	100,0

It is seen that only 1 (11,1%) essays prefer exploratory method when the essays preferring mixed method have been examined. Other 8 (88,9%) essays preferred explanatory method.

Data collection instruments of the essays

Frequency values related to data collection instruments of 110 essays which have been examined in the content of the research has been shown in Table 6. However, percentage values have not been calculated as it is thought that more than one data collection instrument can be used in one essay.

Table 6. Data collection instruments of the essays

Category	Sub-category	f	Category	Sub-category	f
Observation	Participative	-	Questionnaire/ Scale	Open ended	3
	Non-participative	5		Likert type	17
	Not stated	-		Other	-
	Total	5		Total	20
Interview	Constructed	3	Documents		72
	Semi constructed	3			
	Not constructed	2			
	Focus group	3			
	Not stated	3			
	Total	14			
Success tests	Open ended	1	Alternative Evaluation Instruments		4
	Multiple choice	1			
	Other	1			
	Total	3			
Attitude/Perception/ Individuality Skill tests	Open ended	-	Other		14
	Multiple choice	-			
	Other	-			
	Total	-			
GENERAL TOTAL					132

As it is seen in Table 6, it is observed that the documents (f=72) have been the most used data collection instruments in the essays when data collection instruments in the essays have been examined. The most used data collection instrument after the documents has been determined as questionnaires/scales (f=20). It is observed that mostly questionnaires and scales are being used in the studies in Turkey (Ozan and Kose, 2014). The used questionnaires and scales in the type of likert (f=17) and this result is in parallel with Turkey. Then other used measurement instruments have been examined, it takes attention that after documents and questionnaire/scales interview (f=149 and other data collection instruments under (f=14) heading and which have not been explained are being used more than observation (f=5), success tests (f=3) and alternative

evaluation results (f=4).

Sample group of the essays

Frequency values of sample groups of the essays are shown in Table 7. However, percentage values have not been calculated as it is thought that more than one sample group can take place in one essay.

Table 7. Sample groups of the essays

Category	f	Category	f
Pre-school	1	Trainees	2
Elementary school	6	Teachers	13
Secondary school	-	Academicians	2
High school	-	Managers	1
Bachelor’s	16	Parents	1
Master’s	1	Not stated	71
Total			114

When the sample groups of the examined essays in the content of the research have been examined, it has been determined that there are 71 essays whose sample group has been stated by essay writers. It is seen that mostly bachelor degree students (f=16) and teachers (f=13) take place in the essays whose sample group has been stated. The reason of this is that it is easy to get data from the students and teachers in the frame of time and accessibility. Ozan and Köse (2014) state that focusing curriculum and instruction studies on teachers and bachelor students is because of directing the essays mostly on training of teachers on curriculum and instruction.

The frequency and percentage values related to the sample size of the essays are given in Table 8.

Table 8. Sample size of the essays

Category	f	%
Between 1-10	3	2,7
Between 11-30	6	5,5
Between 31-100	8	7,3
Between 101-300	10	9,1
Between 301-1000	4	3,6
Above 1000	1	,9
Not stated	78	70,9
Total	110	100,0

Sample magnitude which has been used in 78 (70,9%) essays has not been stated. As most of the essays have been qualitative, it can be told that the sample and sample magnitude is not stated. When the essays whose sample magnitude has been stated is examined, it can be seen that there are 17 essays which have sample magnitude between 1-100, 15 essays which have sample magnitude more than 100.

Data analysis techniques of the essays

The frequency values related to data analysis techniques of the essays is given in Table 9. Percentage

values have not been calculated as it is thought that more than one data analysis technique can be used in one essay.

Table 9. Data analysis techniques of the essays

Category	Sub category	f
Descriptive	Frequency/percentage	20
	Average/Standard deviation	6
	Graphics illustration	10
	Not stated	2
	Total	38
Estimative	Correlation	2
	T-test	3
	ANOVA	1
	Structural Equivalency Model	1
	Not stated	2
	Total	9
Qualitative	Content analysis	14
	Descriptive analysis	29
	Not stated	2
	Total	45
General total		92

When data analysis techniques of the essays taking place in the content of the research are examined, it has been observed that descriptive technique in 38, estimative in 9 and qualitative analysis techniques have been used in the essays. Frequency/percentage values in 20 of the essays have been calculated, average/standard deviation values have been calculated in 6 of them which descriptive analysis has been made. Graphics illustration has been made in 10 essays. It has been stated that descriptive analysis has been made in two essays. But there is not a finding related to the descriptive analysis type. T-test (f=3), correlation (f=2) ANOVA (f=1) and Structural Equivalency Model (f=1) have been used in the essays where estimative analysis has been made. It has been stated that estimative analysis has been made in two essays. But there is not a finding related to the estimative analysis type. When qualitative analysis techniques have been examined, it is observed that content analysis in 14 essays, descriptive analysis techniques in 29 essays have been used. It has been stated that qualitative analysis has been made in two essays. But there is not a finding related to the qualitative analysis type.

Results and Suggestions

In this research, it has been aimed at evaluating the essays which have been published in the field of "Curriculum and Instruction" between the years of January 2000-June 2014 in Spain in the frame of publishing year, writer number, subject field management, sample properties, data collection instruments and data analysis techniques and determining research trends in curriculum and instruction. These results have been reached in the direction of this aim:

- It has been found that the essays taking place in Granada University between 2008-2013 in 16 journals have been focused on curriculum and instruction field.

- It has been determined that most of the essays taking place in these journals have single writer.
- Most of the essays have been prepared on learning teaching, teacher training, program development and evaluation subjects.
- The researches on curriculum and instruction are mostly in the type of descriptive study. Related to this, the most preferred research method in descriptive essays is qualitative method.
- Documents as the data collection instrument have been used mostly in the essays. The most used ones after the documents are questionnaires/scales.
- The sample group has not been stated in most of the essays which have been examined in the content of the research. It has been reached as a result that mostly bachelor students and students have been studied together.
- Quantitative and qualitative data analysis techniques have been used in the essays. Descriptive analysis has been made in the essays which use qualitative analysis techniques. Frequency/percentage values, average/standard deviation values, graphics illustration, t-test, correlation analysis, one direction variance analysis and structural equivalency model have been used in the essays which use quantitative analysis techniques.

Suggestions

- Studies related to research trends on curriculum and instruction in other countries can be made.
- Studies related to the examination of research trends in close countries in university rankings in the world can be made.
- The essays which have been prepared on instruction and curriculum in Turkey and other countries can be examined by comparing them with each other.

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